DOCUMENT RESUME

ED 094 194 CE 001 715

AUTHOR	Dellefield, Calvin
TITLE	Professional Development: A Priority of the National Advisory Council on Vocational Education.
INSTITUTION	North Carolina State Univ., Raleigh. Center for Occupational Education.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	74
NOTE	8p.
JOURNAL CIT	Career Education Communicator; v2 n3 p1-7
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Career Education; Guidance; Inservice Education; National Organizations; Preservice Education; *Professional Continuing Education; Professional Personnel; Vocational Counseling; *Vocational Education

ABSTRACT

One of the priorities for 1974-75 of the National Advisory Council on Vocational Education is development of professional personnel development programs in career and vocational education. Pre- and inservice programs of teacher training institutions are needed to provide realistic experiences in the use of innovative teaching materials and methods. Main recommendations of a council committee for changes in counseling and guidance are stated; a committee was formed to recommend ways to improve vocational guidance. Also included are a list of new career education resources and new appointees in the Bureau of Occupational and Adult Education. (EA)

VOL. II NO. 3 | EDITOR: MOLLIE SHOOK

ED 094194

PREFACE

In Volume II, No. 3 of the Career Education Communicator, we are pleased to feature an article by an individual who is recognized nationally in the field of vocational education. We offer to you his views on the future of vocational and career education professional personnel development for 1974-75 and beyond.

Dr. Calvin Dellefield--Cal to many of us who have worked closely with the National Advisory Council on Vocational Education, of which he is Executive Director--has worked closely with the 56 State Advisory Councils on Vocational Education, the U. S. Office of Education, and those of us throughout the country with hopes and ideas for positive development of professional personnel development programs in career and vocational education.

One of the priorities for 1974-75 of the National Advisory Council on Vocational Education is professional development, and we asked Dr. Dellefield to share with us the views of the National Advisory Council on Vocational Education on professional development as a priority.

The latter part of the newsletter contains a list of new resources for career education and new appointees in the Bureau of Occupational and Adult Education/U. S. Office of Education about whom you need to know.

The Editor

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This newsletter is provided as a public service of the Center for Occupational Education, N.C.S.U., through a grant from the Career Education Branch, BOAE/USOE, Mrs. Muriel S. Tapman, Acting Branch Chief.

CE 001 715

Professional Development: A Priority of The National Advisory Council on Vocational Education

by

Calvin Dellefield

The strength of vocational education has always rested in its teachers. Now that vocational education enrollments are mushrooming--and waiting lists for enrollment are getting longer and longer--we face a dual challenge: to satisfy this burgeoning demand while maintaining and improving the quality of instruction.

The career education concept, with vocational education at its core, seems to have struck a responsive chord with students, parents, and educators alike. There appears to be a much more realistic attitude toward the value of all kinds of work and the usefulness of varied types of education for different purposes than was the case just a few years ago. The President and the Commissioner of Education have identified career education as a priority, and the states and local school districts have picked it up and begun to supply the necessary dollars and talent. There is every indication that this trend will continue.

This sudden expansion is already placing strong demands on the pool of vocational education manpower, and the pressure can be expected to increase. Teachers and administrators increasingly are calling on experienced vocational education teachers for help in developing curriculum and planning programs around career themes. Vocational educators also have key contributions to make in career guidance, career exploration and coordinating academic instruction with career development.

Meanwhile, classroom demands are exploding. Many career education plans call for 80 to 100 percent of the student body to acquire a saleable skill, in schools where the present vocational education capacity is only adequate to handle 20 percent.

To meet all these demands will, first of all, require increasing the sheer quantity of vocational education teachers. There is no question about that. However, if these new challenges are to be met, the effectiveness of vocational educators will have to be stepped up, too.

The last decade has been a revolution in new understanding of the way people learn and techniques that can be used to teach, but the techniques of instruction taught vocational education teachers today tend to be the same as they were in the 1920's, '30's and '40's. The gap between discovery and application is as wide in the field of teacher education as it is anywhere else in the education world.

It is true that you can find vocational education courses using the latest in audio-visual aids, well coordinated work-experience plans, individualized instruction, and other modern techniques; but too many teachers--and almost all teacher preparatory schools--still rely heavily on lectures, textbooks, and large-group approaches.

Perhaps we have to start with a re-thinking of approaches for teacher training institutions. How many teacher education courses utilize peer teaching, programmed instruction, or multi-media self-instructional materials? Even if they teach about such innovations, they rarely provide realistic experiences in the use of these materials and methods. Since we know that most teachers tend to teach the way they themselves were taught, it is imperative that both pre- and in-service courses in pedagogy present innovations through example.

Even beyond the technology, there seems to be a more fundamental gap. Our teachers are not taught what we now know about the process of learning. For example, it is well established by now that students learn best if they know the objective of their activity. This implies that the skillful teacher will have a clear set of specific objectives for a course of study and will inform the students about the objectives of the course as a whole, and of each day or set of activities. Most of our best vocational education courses are taught this way. Why aren't they all?

We also know that it is helpful to analyze a task into its component parts and arrange instruction in a series of cleverly ordered, bite-sized sub-tasks. This sounds reasonable, but it can actually be quite difficult to accomplish. It is usually only done by nursery school teachers and programmed instruction writers.

These are but a few examples of the kinds of information that our vocational education teachers should be receiving in their pre-service and in-service professional education courses. It seems obvious that teachers equipped with all the skills the '70's can provide will be that much more effective than those stumbling along on a mixture of 1930's psychology and intuition. I would like to see teacher training institutions incorporate the best current knowledge into the design as well as the content of their teacher education courses.

Beyond that, however, there is a need for a continuing series of refresher workshops for vocational education teachers on the order of the in-service training meetings to which many corporations periodically send their executives. Teachers from a number of schools in a region could come together for a week of intensive work with innovative techniques led by experienced instructors. The sessions should, themselves, be models of efficient use of time--a radical change from most meetings teachers attend.

The National Advisory Council on Vocational Education has always considered teacher education a priority area. In our reports, we have frequently emphasized another aspect of vocational teacher development--the job experience component. It seems clear that someone with personal experience at a specific job, be it auto repair or chicken sexing, will be better able to instruct others in the skills necessary for that job than will someone with little or no experience. Therefore, a vocational education teacher's work experience should be credited for pay scale and promotion purposes just as an academic teacher's background in subject matter studies is counted. This not only fairly rewards the vocational education teachers, but also serves as encouragement for skilled workers to become teachers. Refresher stints at a job should also be encouraged for vocational education teachers and, in fact, for all teachers who are involved in career education programs.

This leads us to a special case that has been a particular concern to the National Advisory Council--the guidance counselor. Long distressed with the lack of adequate vocational guidance for our young people, the Council formed a special committee in 1972 to investigate this problem and recommend ways to improve the system. An extensive series of hearings and investigations turned up a dismal picture of ill-prepared, overworked counselors with no real knowledge of the world of work. It became apparent that the fault could not be placed on any one group for this state of affairs, but must be shared by all and corrected by all. Administrators must stop using guidance counselors as bonus administrative aides and paper pushers, and see that they have the time and material to do their real jobs. Institutions training counselors must radically change their preparatory programs. States must change their credentialing requirements. The full list of recommendations of the National Advisory Council on Vocational Education in its Sixth Report, "Counseling and Guidance: A Call for Change," is as follows:

-- State Departments of Education require work experience outside of education for all school counselors who work with students and prospective students of vocational education.

-- Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system.

-- Counselor education institutions require at least one introductory course in Career Education, and at least one practicum devoted to an on-site study of the business-industry-labor community.

-- Responsible decision-makers embark on an immediate major campaign designed to upgrade the vocational knowledge and career guidance skills of currently employed counselors.

-- Decision-makers in education make extensive provision for the training and employment of a wide variety of para-professional personnel to work in guidance under supervision of professionally qualified counselors.

-- Concerted efforts, including computerized guidance systems, be made to get more accurate, timely data to counselors regarding vocational and technical training and job opportunities.

-- Increased efforts be made to improve sound counseling and guidance services to members of minority populations and other disadvantaged persons.

-- Special efforts be made to mount and maintain effective counseling and guidance programs for handicapped persons, for adults, for correctional institution inmates, and for veterans.

-- Community service counseling programs be established and operated throughout the United States.

-- Immediate efforts be made to lower the counselor-pupil ratio in elementary, secondary, and post-secondary educational institutions to a point where all who need counseling and guidance services will, in fact, receive them, while simultaneously encouraging more guidance in groups.

-- Job placement and follow-up services be considered major parts of counseling and guidance programs.

-- Career development programs be considered a major component in Career Education, both in legislation and in operating systems.

-- The United States Office of Education create a Bureau of Pupil Personnel Services that includes a strong and viable Counseling and Guidance Branch.

-- The United States Congress create categorical funding for counseling and guidance in all legislation calling for these services.

-- State Departments of Education and local school boards initiate actions confirming their commitment to the importance of providing sound counseling and guidance services to all individuals.

-- All those who now criticize counselors be charged with responsibility for making positive suggestions for their improved performance.

To improve the professional education of vocational education teachers and to prepare adequately vocational guidance counselors will require substantial sums of money, and the Council believes that all levels of government share the responsibility. Congress has consistently endorsed this view. For example, last year, when the Administration did not request any money for the vocational education part of the Education Professions Development Act, Congress appropriated $11,860,000. This does not nearly fill the national need, but by at least maintaining the federal funding level of past years, Congress indicated a continuing national commitment in this area. The Council strongly recommends that federal, State, and local governments all increase their contributions to the professional development of vocational educators.

In his education message this January, President Nixon listed as one of his four priorities for educational research "developing new ways to introduce young people to various career opportunities and experiment with new methods of preparing them to get and keep jobs that pay well, and offer opportunities for advancement." New developments in this area could enrich the repertoire of vocational education teachers even more. This research priority highlights the continuing obligation of teacher educators and supporters of vocational education to encourage innovation in teaching practice and to support the dissemination of new knowledge.

RESOURCES FOR CAREER AND VOCATIONAL EDUCATION

New Publications on Career and Vocational Education

Films

1. Data Films. 2625 Tempee Street, Los Angeles, California 90026.

"Bob, Caren, Ted, and Janice" -- a "first film introduction to modern vocational education for contemporary teenagers G7-12." Sixteen minutes, color and dialogue sound. 25 minutes. $295.00. Rental $15.00 per week.*

"Revolution In Relevance" "presents a broad scope overview of modern vocational education" -- a guidance counselor's follow-up to "Bob, Caren, Ted, and Janice." Sixteen minutes, color and sound. Twenty minutes. $225.00. Rental $15.00 per week.*

2. National Educational Media, Inc. 15250 Ventura Boulevard, Sherman Oaks, California 91403

"Learning Systems: A Series on Food Service, Hospitality, and Management." For information on this 16-minute color and sound series, write NEM.*

3. Pathescope Educational Films, Inc. and The Associated Press. 71 Weyman Avenue, New Rochelle, New York 10802.

"Career-sound filmstrips." For information on this series of two color filmstrips each 80 frames, sound on record or cassette, 30 minutes, write Pathescope.*

Printed Matter

1. Pendulum Press. The Academic Building, Saw Mill Road, West Haven, Connecticut 06516

David Stone. Viewing Your Career. paperback, $125.*

2. NACVE, 425 13th Street, N.W., Washington, D. C. 20004. December, 1973.

"Indian Education-A Special Report"

This special report gives a brief history of the federally sponsored programs for Indian education and points out some of their deficiencies. The report concludes with a list of seven recommendations concerning Indian education and the comment, "National awareness of our neglected responsibility to the American Indian is higher than ever in history. We must not miss the opportunity to make the massive changes in Indian education which are so long overdue!"

---

*The Center for Occupational Education, North Carolina State University, neither endorses or suggests purchase of these materials; rather, we offer to you the reader the information that these products are available. If you are interested in any of these, write directly to the production source. Do not write the Center.

NEW FACES IN WASHINGTON

Dr. Kenneth B. Hoyt, U. S. Associate Commissioner of Education for Career Education, took office on February 18, 1974. The Center for Occupational Education salutes Dr. Hoyt and offers to him our full support and assistance as he pursues this challenging position. The presence of Dr. Hoyt in this position indicates a commitment to the philosophy of career education on the part of the Bureau of Occupational and Adult Education/U. S. Office of Education, Dr. William Pierce, Deputy Commissioner, and certainly reaffirms the belief of many of us in the field in the future of career education.

Dr. Hoyt, formerly professor of education at the University of Maryland and Director of the Specialty Oriented Student Research Program, is a noted author and speaker who is widely traveled among career and vocational education programs in the United States.

The Center is proud to recognize Dr. Hoyt as one of the contributing authors in its Monograph Series on Career Education.

PREVIEW OF THE CAREER EDUCATION COMMUNICATOR, VOL. II, NO. 4

We have asked Dr. Elizabeth Simpson, Director of the Curriculum Center, Division of Adult and Vocational Education/Bureau of Occupational and Adult Education/Office of Education/Department of Health, Education and Welfare, to write an article for us on "The Qualifications and Criteria for Judging Educational Materials for Sexual Stereotyping and Discrimination."

Also we understand that NOW has a set of criteria for measuring the degree of sex stereotyping and discrimination in materials, and we are seeking permission to reproduce their criteria.

The next edition of the Career Education Communicator is scheduled for summer of 1974.

The Editor